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ABSTRACT

A training institute was conducted to provide participants with knowledge and experience which would enable them to demonstrate competence in designing and implementing full-time adult education programs in Louisiana. Fifty participants were selected from parishes throughout Louisiana interested in initiating or improving full-time adult education programs. (Forty-two adult educators actually participated in all three phases of the institute.) The project consisted of three major phases, including instruction, model plan design, and implementation. The first phase consisted of a one-week intensive insructional program conducted to provide basic cognitive skills prerequisite to the design and implementation of full-time adult education programs. Following instruction, participants engaged in the application of knowledge and skills gained by designing plans for developing or improving full-time adult education programs for their local parishes. The implementation phase was provided as a follow-up to ofer support services where possible and to facilitate the implementation of selected model plans of full-time programs. An evaluation of the institute indicated that the participants felt they had invested time in an educationally relevant and profitable program which prepared them to better perform the tasks of developing and administering educationally sound center-based adult education programs. (BM)

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DEVELOPING AND IMPLEMENTING FULL-TIME ADULT EDUCATION PROGRAMS

Dr. Sam V. Dauzat
Director

Teacher Education
College of Education
Louisiana Tech University
Ruston, Louisiana

State Department of Education
Grant Number ABE-1A-1979
Adult Education Program

The project reported herein was supported by a grant from the State Department of Education, Division of Community Services, Bureau of Adult and Community Education

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FACILITIES

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Ruston Holiday Inn
Mr. Gene McCain, Manager

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Mrs. Kay Church
Mrs. Bonnie Collins

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Dr. Sam V. Dauzat, Project Director
Professor of Education
Louisiana Tech University

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ABSTRACT

Institute for Developing and Implementing
Full-Time Adult Education Programs

Dr. Sam V. Dauzat
Director

The purpose of the 1978-79 project was to provide participants with knowledge and experience which would enable them to demonstrate competence in designing and implementing full-time adult education programs in Louisiana. The project consisted of three major phases - the instructional phase, the model plan design phase, and the implementation phase. The first phase consisted of a one-week intensive instructional program conducted to provide basic cognitive skills prerequisite to the design and implementation of full-time adult education programs. The instructional phase treated such topics as the concept of a full-time adult education program, resources for establishing the program, enrollment procedures and techniques, testing and diagnosis, and competency-based adult education.

Participants were also given the opportunity to visit a local full-time adult education center. Instruction was provided by a team of educators with expertise in the various areas pertinent to the program topics and project objectives. The instructional phase took place on the

campus of Louisiana Tech University at Ruston. Following instruction, participants engaged in the application of knowledge and skills gained by designing plans for developing or improving full-time adult education programs for their local parishes.

The model plan design phase involved participants presenting the plan designed as a result of the instructional phase to their respective local adult education administrators for approval and revision. The implementation phase was provided as a follow-up to offer support services where possible and to facilitate the implementation of selected model plans of full-time programs.

Fifty participants were selected from parishes throughout Louisiana interested in initiating or improving full-time adult education programs. (Forty-two adult educators actually participated in all three phases of the institute.)

PURPOSE OF THE PROJECT

BACKGROUND

In order for adult education to become accepted as an integral part of the total educational system, certain current viewpoints and practices must change.

(1) Adult education must establish a firm base of support from local agencies.

(2) It must become a full-time endeavor with facilities for full-time students and faculty.

(3) A competency-based concept must be incorporated into adult education programs.

The need for quality adult education in the state of Louisiana is sufficiently significant to provide educational facilities and instructional personnel to adult students on a full-time basis. The full-time adult learning-center concept offers great possibilities in making adult education a viable component in the total educational system of the state. The full-time centers far surpass the part-time "after-hours" classroom in providing possibilities for establishing a climate for learning and for providing conditions conducive to individualized learning experiences for adult students. Learning centers provide the stimulation needed to motivate the adult student toward (1) fulfillment of his educational goals, (2) the development of positive attitudes towards self and others, and (3) the development of those communication skills which are necessary for the

adult to secure better jobs and a more satisfying family and community life.

Adult learning centers are presently being operated in various metropolitan areas in Louisiana. However, there are numerous rural areas which lack the finances, human resources, etc. to establish full-time adult learning centers. The needs of the rural sections of Louisiana can best be met through an adaptation of the full-time adult education learning-center concept into mini-centers, which also will be operated on a full-time basis. Mini-centers are needed to meet the needs of certain areas in our state that are unable to support a major adult education learning-center in terms of population and finances.

Mini-centers offer the advantages of a full-time centralized learning-center, yet maintain the potential for serving local needs. The center would be operated directly out of the parish or city school system.

A competency-based assessment instrument is needed in Louisiana that will accurately reflect the changes that have been made in adult education programs. Methods and materials have been used in recent years that better prepare the adult student to function in life situations. An assessment instrument is now needed that will incorporate the competency-based component.

PURPOSE

The proposed project was designed to assist adult educators in designing or improving full-time programs in various parishes in Louisiana. The project also worked toward the development of a statewide competency-based assessment instrument and a competency-based component that was shared with other staff-development projects in Louisiana.

Specific objectives of the project are as given below.

1. After having participated in a one week workshop, the learner will demonstrate --

    a. Understanding of the philosophy and rationale for full-time instruction for adult education.

    b. Skill in developing effective interpersonal relationships with adult students.

    c. Skill in selection, administration, and interpretation of diagnostic instruments appropriate for adult students.

    d. Ability to identify pertinent practices, procedures, and materials for prescriptive teaching of adults.

    e. Skill in designing a proposal for a full-time adult education program which meets the following criteria:

        1) Is in harmony with the rationale and philosophy of full-time instruction

        2) Focuses on diagnostic and prescriptive teaching

3) Includes references for appropriate learning materials

4) Identifies a facility suitable for operation of a full-time program.

2. Provides staff to develop and implement a competency-based component for staff development projects in Louisiana.

3. Develops a statewide competency-based assessment instrument for Louisiana.

GENERAL DESIGN

The project objectives related to the development of the full-time concept were attained in three phases as identified below.

1. Instructional Phase - The instructional phase provided the necessary background information for establishing and/or strengthening full-time programs. One week of intensive instruction was provided and included the following topics:

a. Orientation to Full-Time Instruction for Adult Education: Philosophy and Rationale

b. Understanding the Adult Student

c. Establishing Effective Relationships with Adult Students

d. Determining Student Needs: Use of Diagnostic Instruments

e. Prescribing Individualized Instruction: Procedures and Materials

f. Utilizing Resources: Personnel, Materials, Facilities

g. Designing or Improving a Plan for Full-Time Adult Education

The instructional phase consisted of a visit to a full-time adult education learning center, lecture-discussion sessions, and interaction seminars. Consultants with expertise in the above listed areas also worked with educators who had direct experiences in establishing and/or managing adult education learning centers.

Arrangments were made to have participants observe a centralized adult education learning center. Participants had an opportunity to preview materials and diagnostic instruments used in the programs while becoming familiar with the overall operation and total concept of an adult learning center.

The instruction phase was designed to include large blocks of time with concentrated instructional efforts for one week. There were a minimum of six hours of instructional activities scheduled in the morning, afternoon, and evening sessions.

2. Model Plan Design Phase - In this phase of the project, participants engaged in the actual designing of model plans for the implementation of full-time education programs for adults in Louisiana. The knowledge background assimilated during the instruction phase, along with skills developed in designing or improving plans, were utilized in an effort to design a plan relevant to the needs and available resources of the local parishes of the participants.

Participants then met with their local school officials and finalized the plans for implementing or improving the full-time concept in their parish. Signed copies of the revised plan were sent to the director of the institute during the first week in August.

After successful completion of phases one and two, the participants received three hours of graduate or undergraduate credit in adult education from Louisiana Tech University.

3. Implementation Phase - The plans for developing or revising full-time adult education programs were reviewed by members of the instructional staff. Several of the plans were selected as having great potential for quality and educational relevance for adult education in Louisiana. Members of the instructional staff visited selected sites and provided on-site assistance during the implementation phase.

Competency-based assessment instruments are being reviewed with a view toward modification for use in Louisiana. Five states have been identified as having developed assessment instruments during the past two years. An effort is being made to obtain copies of all of these instruments.

METHODOLOGY

The following chronology presents both the scope and sequence of the project.

PROGRAM DEVELOPMENT

November 1, 1978 — Beginning date of project. (See appendix for grant notification from State Superintendent Kelly Nix.) Detailed program development began.

November, 1978 — Issued press releases and announcements concerning state support of the program. (See appendix for news release.)

November, 1978 — Personnel Information Forms were mailed to the State Department of Education for each person employed by the project. (See appendix for forms.)

Names and brief job descriptions of project personnel are provided below:

Project Director: Dr. Sam V. Dauzat, Professor of Education at Louisiana Tech University, served as project director. Dr. Dauzat was responsible for coordinating all activites of the project with Louisiana Tech and assisting in the general management of the program. He was also responsible for notification and selection of participants through correspondence. He was responsible for coordinating and implementing all phases of the instructional program conducted at Louisiana Tech University and served as the college instructor for the three-hours graduate or undergraduate course awarded in adult education by the University. Dr. Dauzat also was responsible for all pre-workshop planning and on-site follow-up visits. He shared the responsibility for the development of a competency-based component and reviewing the literature regarding the assessment instrument with the staff development specialist.

Staff Development Specialist: Mr. Bud Lyle, Assistant Professor of Education at Louisiana Tech, served as staff development specialist for the project. Mr. Lyle has expertise in developing and implementing workshops for adult education personnel designed to develop the concept of establishing full-time adult education programs. He also has expertise in developing a competency-based component to be shared with other staff development projects and will develop a competency-based instrument to be used in Louisiana. Mr. Lyle had primary responsibility for developing the competency-based component and the statewide competency-based assessment instrument and shared responsibility with the project director for designing and implementing the workshop for adult education personnel.

Instructional Staff: Three adult educators were selected to serve as the instructional staff for the one-week instructional phase of the project. The members were Mrs. Nerissa Bryant, Adult Education Teacher, Ouachita Parish; Mr. Bobby Boyet, Adult Education Supervisor, Ascension Parish; and Mrs. Shirley Simmons, Adult Education Teacher, Jefferson Parish. The staff members were selected due to their expertise in center-based adult education program operation and development. In addition, the staff members had experiences in diagnostic and prescriptive techniques and counseling procedures.

The instructional staff served daily during the one week, thereby insuring continuity with limited duplication of efforts in the intensive instructional phase of the project.

Secretarial and Clerical Staff: A secretary was employed for half-time work for the duration of the project. The secretary was directly responsible to the project director. Secretarial

services were available to the staff development specialist, the instructional staff members, and the consultants for matters directly related to the operation of the project.

The project employed student aides during the instructional phase to assist the program participants in preparation of plans for the operation of a full-time adult education program. Care was taken to secure student aides with clerical and typing skills.

Consultants: Consultants with expertise in the various topics to be covered in the instructional phase were secured. They were also utilized in the development of the competency-based component and the review of literature for the statewide assessment instrument.

April, 1979

Letters sent to parish superintendents. (See appendix for letter which contained detailed information regarding the program.)

Population: Letters issued to the school superintendents of Louisiana parishes requested that they identify potential program participants who would have responsibility for implementing full-time adult education programs in the respective parishes. It was projected that fifty participants would attend the institute. The following priority was considered in the selection of participants.

a. Full-time instructional personnel currently employed in, or anticipate employment in adult learning center programs.

b. Full-time instructional personnel currently have, or anticipate having the responsibility for learning-center program development.

c. Part-time instructional personnel currently employed in, or anticipate employment in learning-center programs.

d. Several non-stipend participants selected from graduate-undergraduate students currently pursuing education degrees at Louisiana Tech who are interested in the field of adult education.

Forty-two adult educators actually participated in all three phases of the institute.

Facilities: The instructional phase of the program was held at the A. E. Phillips Laboratory School on the Louisiana Tech University campus. The facility included ample space for large group instruction as well as rooms for small group and independent work, all of which were required in the project.

Evaluation: A formal evaluation of the one-week training project was conducted. The design of the evaluation had the following format:

1) Institute and Participant Objectives of the Project

2) Institute Schedule and Session

3) Institute Instructional Staff

4) Institute Outcomes

5) Additional Comments

May, 1979

Planning and orientation for instructional staff. Final plans were made for the one-week instructional phase of the program. The instructional staff was engaged in a three-day orientation and planning conference and a two-day follow-up session. During the orientation and planning conference, staff members, the specialist, and the director sequenced learning experiences for participants and finalized plans for instructional approaches and materials most appropriate for attainment of each

stated objective. The two-day follow-up session was conducted for the purpose of evaluation and selection of model plans for dissemination. The instructional staff also shared the responsibility for follow-up visits to the model sites.

Instructional staff members who were employed on a twelve-month basis were required to take leave or vacation time so that they could devote 100% of their time to the project during the one-week intensive instructional phase.

In addition to the full-time instructional personnel, members of the State Department of Education/Adult and Community Education Staff were invited to serve as auxiliary team members. The State Department staff was invited to supervise program operations, to advise the employed staff, and to make presentations during the instructional phase of the project.

May, 1979 — Completion of competency-based component for staff development projects in Louisiana.

May, 1979 — Selection of participants and alternates. (See appendix for letter and list of participants.)

INSTRUCTIONAL PHASE

July, 1979 — Registration (beginning at 3:00 p.m.) at the Holiday Inn in Ruston, Louisiana.

July 9-13, 1979 — The instructional phase of the program continued daily (Monday through Friday) for one week. (See appendix for complete program of activities and a general outline of topics.)

The instructional program consisted of lecture-discussions, observation and participation at an adult education center, presentations with feedback sessions, and guided program writing sessions.

Participants spent one day in the Bossier Adult Education Learning Center where they had the opportunity to preview materials and diagnostic instruments used in the adult programs. Center personnel provided an extensive guided tour of the center, along with lectures explaining the center operation and roles of personnel. Participants were provided with blank copies of all the pertinent student information forms and state department forms utilized in the day-to-day operation of the center. Through the on-site visit, participants were able to become familiar with the actual operation of the center, thereby increasing their understanding of the concept of a full-time adult learning center.

The institute was designed to include large blocks of time with concentrated instructional efforts for one week. There was a minimum of six hours of instructional activities scheduled during the morning and afternoon sessions.

MODEL PLAN DESIGN

July, 1979 — Participants met with local school officials after designing a plan to establish and/or improve the full-time program. Plans were finalized with the local officials.

August 1, 1979 — Revised plans were returned to the director of the institute.

August, 1979 — Follow-up evaluation workshop for project staff.

August, 1979 — College credit was awarded to successful participants.

IMPLEMENTATION PHASE

August, 1979 — The instructional staff selected model plans for dissemination. Plans were selected as having great potential for quality and educational relevance for adult education in Louisiana.

August, 1979	Literature was reviewed for the competency-based assessment instrument.
August - September, 1979	Each participant attempted to implement the full-time concept in his or her parish.
September - November, 1979	Members of the project staff visited selected sites and assisted with the implementation and dissemination of adult education plan.
December 31, 1979	Expiration date of the project.
January, 1980	One hundred copies of the Final Project Report and abstract were mailed to the State Department of Education.
February 29, 1980	Four copies of the final expenditure report were submitted to the State Department of Education.

INSTITUTE EVALUATION

Participants were asked to respond to an open-ended evaluation form on the final day of the instructional phase. A copy of the form is included in the appendix. The data from the forms were compiled according to the following categories.

I. Institute and Participant Objectives of the project

II. Institute Schedule and Sessions

III. Institute Instructional Staff

IV. Institute Outcomes

V. Additional Comments

Participants were asked to respond to both strengths and weaknesses of the project. The responses are reported by categories below. Thirty-seven participants (88%) responded to the program evaluation. The percentages of the total responding to each item are reported first. The actual number of respondents from which the percentages were drawn is reported in parentheses.

I. Institute and Participant Objectives

The following statement is a major objective of this project.

Objective: To provide participants with those experiences which will enable them to demonstrate competence in designing and implementing full-time adult education programs which meet certain given criteria.

1. Indicate the extent to which the subject matter presented in this workshop was in agreement with the major objective.

1 High Agreement	2 Substantial Agreement	3 Some Agreement	4 Little Agreement	5 No Agreement
70% (26)	24% (9)	6% (2)	(0)	(0)

2. Indicate the degree to which this objective is relevant to your professional needs and interests.

1 Very Relevant	2 Quite Relevant	3 Somewhat Relevant	4 Hardly Relevant	5 Not at all Relevant
57% (21)	24% (9)	11% (4)	8% (3)	(0)

3. In gernal was this objective accomplished for participants in this institute?

1 Very Much	2 Quite Well	3 Somewhat	4 Hardly	5 Not at all
43% (16)	49% (18)	6% (2)	2% (1)	(0)

II. Institute Schedule and Sessions

1. Did the institute schedule appear to be sufficiently structured, but flexible enough to be responsive to participant concerns?

Yes	Undecided	No
89% (33)	8% (3)	(0)

2. How would you describe the pace of institute activities?

Too fast	Just about right	Too slow
19% (7)	73% (27)	8% (3)

3. Rate the desirability of each of the following types of institute sessions.

Session Type	Very Desirable	Adequate	Undesirable
a. Large group	38% (14)	57% (21)	(0)
5% (2) did not respond to a.			
b. Small group	73% (27)	19% (7)	8% (3)
c. Individual	35% (13)	43% (16)	11% (4)
8% (3) did not respond to c.			
3% (1) did not understand the question.			

4. In general, how do you rate the institute schedule and sessions?

1 Well Above Average	2 Above Average	3 Average	4 Below Average	5 Well Below Average
38% (14)	46% (17)	16% (6)	(0)	(0)

III. Institute Instructional Staff

1. Indicate the extent to which the instructional staff was enthusiastic about the topics they presented.

1 Very	2 Quite	3 Somewhat	4 Hardly	5 Not at all
65% (24)	35% (13)	(0)	(0)	(0)

2. Indicate the extent to which the staff was properly prepared.

1 Very	2 Quite	3 Somewhat	4 Hardly	5 Not at all
70% (26)	27% (10)	3% (1)	(0)	(0)

3. Indicate the degree to which the staff was helpful and friendly.

1 Very	2 Quite	3 Somewhat	4 Hardly	5 Not at all
84% (31)	16% (6)	(0)	(0)	(0)

4. In general, how would you rate the instructional staff?

1 Superior	2 Good	3 Average	4 Fair	5 Poor
70% (26)	27% (10)	3% (1)	(0)	(0)

IV. Institute Outcomes

1. Since participating in this institute, to what extent do you feel more competent to work in full-time adult education programs?

1 Highly	2 Quite	3 Somewhat	4 Hardly	5 Not at all
46% (17)	41% (15)	13% (5)	(0)	(0)

V. Additional Comments

Comments on the institute were generally highly favorable. Several participants responded that the institute was beneficial and relevant to their local needs. The trip to the Adult Learning Center in Bossier City seemed to be especially helpful. There were several requests for more workshops in the future. A small number of respondents reported the need for more concrete models and additional time for the actual proposal writing. It was felt that the hospitality and helpfulness of the staff was a definite asset to the program.

Interpretation of Responses

Objectives - There was strong general agreement by the participants that the subject matter presented in the institute was in agreement with the major objectives of the program. None of the participants disagreed with this statement. The greatest percentage of participants responding to the question of relevance of the institute agreed that the program was very relevant to their professional needs and interests. There was general agreement that the program objective was accomplished for participants in the institute.

Schedule - All the participants deciding on the question of institute schedule reported that the schedule appeared to be sufficiently structured but flexible enough to be responsive to participant concerns. The greatest percentage of participants felt that the pace of institute activities was just about right. A small percentage felt it was too fast while an even smaller percentage felt it was too slow. The most desirable type of session noted by participants appeared to be the small group session. Most of the respondents felt that the institute schedule and sessions were above average and well above average. No one reported this item to be below average.

Instructional Staff - All respondents felt that the instructional staff was enthusiastic about the topics which they presented. The majority of respondents felt that the staff was properly prepared and all agreed that the staff was helpful and friendly. A high percentage (70%) felt that the staff was superior. The next highest percentage felt that the staff was good while the smallest percentage (3%) felt they were average. No respondent reported the staff to be below average or poor.

Outcome - Since participating in the institute, nearly all of the respondents felt either highly or more competent to work in the full-time adult education program.

Summary

The results of the institute evaluation strongly suggest that participants felt they had invested time in an educationally relevant and profitable program which prepared them to better perform the terminal behavior of developing and administering to an educationally sound center-based adult education program.

RECOMMENDATIONS

The following recommendations were drafted by the project director, coordinator of instruction, and the three full-time staff members during the follow-up evaluation session.

1. The State Department of Education should assign a staff member specifically to supervise existing programs and assist in the implementation of new center-based programs.

2. Future programs for adult education teachers and supervisors should be provided to offer training in the adult center-based instruction and operation.

3. A revision should be made in the report forms which are required by the State Department of Education to include the activities which are unique to a center-based program, particularly to the method of recording the number of students who enter and drop out of the program.

4. Expertise in the concept of center-based instruction should be made available to local school systems to promote the implementation of center-based programs and to provide orientation to local adult personnel in the concept of individualized prescriptive instruction as utilized in a center-based program.

4. In the event that certification in adult education becomes a reality, course offerings should include instruction in the center-based concept.

APPENDIX

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION

J. KELLY NIX
State Superintendent

P. O. Box 44064
Baton Rouge, La.
70804

October 2, 1978

Dr. Sam V. Dauzat, Director
Louisiana Staff Development Project
College of Education
Louisiana Tech University
Ruston, Louisiana 71272

Dear Dr. Dauzat:

Please be advised that Louisiana Tech University Special Project, entitled "Louisiana Adult and Community Education Staff Development Consortium Project," was approved by the State Board of Elementary and Secondary Education at their September 28, 1979 meeting, as authorized under Section 8.26 of the Annual Program Plan for Adult Education for 1978-79.

This letter shall serve as official notification of approval for Grant Award No. ABE-1A-1979, in the amount of $39,646.00. Your office should receive a State Department of Education check for the above amount, with an approved expenditure budget, within the next two weeks.

The grantee is responsible for compliance with all stipulations and conditions contained in the regulatory provisions of Section 8.26 of the Louisiana Annual Program Plan for Adult Education. Attention should be given to the grantee requirements for issuing press releases and announcements concerning receipt of state support for the project.

Thank you for your interest in our program. Please contact the Bureau of Adult and Community Education if you have any questions.

Sincerely yours,

J. KELLY NIX

JKN:GB:bt

Dr. Sam V. Dauzat

Tech Education Is Awarded $39,646 Grant

Louisiana Tech's College of Education has been awarded a $39,646 grant for an adult education project from the Louisiana State Department of Education.

Dr. B. J. Collinsworth, dean of the Tech college, said the award would be used to develop a means of assessing the reading and writing competencies of adults, to develop a workshop for area teachers which would provide training in assessing and correcting such competencies in adults, and to develop an institute for preparing adult education teachers to operate in full-time programs.

Notification of the grant came from State Education Superintendent Kelly Nix through the State Department's Bureau of Adult and Community Education.

Project director Dr. Sam V. Dauzat, Tech education professor, said the program will be a part of the Louisiana Adult Educaiton Staff Development Consortium, coordinated through the Bureau of Adult and Community Education in cooperation with five higher education institutions in the state.

Dauzat said each institution involved in the project will have specific areas of training activities. However, the resources of each participating university will be utilized in providing direct assistance to every other university in an effort to maximize training opportunities and provide the most cost-effect programs, he said.

The program will continue through Nov. 30, with the one-week instructional phase of the institute being conducted July 9-13. Participants may earn three semester hours of graduate or undergraduate credit with tuition fees being waived, the director said.

The institute will be available to 50 selected participants from throughout Louisiana. Priority will be given to full-time instructional personnel currently employed in, or anticipating in, adult learning center programs.

LETTER TO PARISH SUPERINTENDENTS

MEMORANDUM

TO: Parish Superintendents and/or Adult Education Supervisors

FROM: Buddy Lyle, Assistant Professor, Louisiana Tech

DATE: May, 1979

SUBJECT: Adult Education Institute: Developing and Implementing Full-Time Adult Education Programs

Louisiana Tech in conjunction with the Louisiana State Department of Education/Bureau of Adult and Community Education, will offer an institute for the training of personnel in the development of full-time adult education programs.

The institute will provide opportunities for participants to secure skills in designing and implementing full-time adult education programs. The one-week institute will be conducted from July 9-13, 1979.

After successful completion of the one-week instructional phase, and finalizing plans for implementation or improvement of local programs, the participant may receive three hours of graduate or undergraduate credit in adult education from Louisiana Tech University. Cost of the program will include $5.00 application fee, and $10.00 conference fee. Tuition costs have been waived for 50 participants. The Ruston Holiday Inn management has agreed to provide special housing rates to participants. Travel, food and lodging costs must be borne by the participant.

Participants may include both instructional personnel (teachers, paraprofessionals) and administrative personnel and will be selected according to the following priorities:

(a) Full-time personnel, currently employed in, or anticipating employment in adult programs.

(b) Full-time personnel who currently have, or anticipate having the responsibility for program development.

(c) Part-time personnel currently employed in, or anticipating employment in programs.

(d) Graduate-undergraduate students currently pursuing education degrees at Louisiana Tech and interested in the field of adult education.

You may recommend one or more persons for participation in the institute. The fifty participants will be selected from your recommendations. Please complete the enclosed personnel information forms for each of your recommendations.

The personnel information form must be received by May 31, 1979. Please mail to the following address:

Mr. Buddy Lyle
College of Education
Louisiana Tech University
Ruston, Louisiana 71272

Phone (318) 257-3446

Participants who are selected to attend the institute will be notified by June 8.

In addition to this institute there will be another Adult Education course offered from July 16 - August 3. This will be Methods and Materials, and will require classroom work for the first two weeks and a special assignment that may be completed off-campus. Tuition must be paid by the participant if they elect to take this course.

By attending the institute and enrolling in the Methods and Materials course, it would be possible to receive 6 hours of credit for three weeks on campus. Please make a note on the Personnel Information Form if the recommended participant is interested in enrolling in the Methods and Materials course.

Thank you for your cooperation. If you have further questions, please contact me.

LETTER TO PARTICIPANTS

Dear Participant:

You have been selected to attend the Louisiana Tech University Adult Education Institute offered in conjunction with the Louisiana State Department of Education, Bureau of Adult and Community Education.

Dates

The one-week institute will be conducted on the Louisiana Tech University campus in Ruston, Louisiana on July 9-13, 1979.

Credit

Participants who successfully meet the requirements for admission to Louisiana Tech University and complete all course activities will be awarded three semester hours of credit from Tech.

Course Description

The three-hour course to be offered is entitled Education 433, "Developing and Implementing Full-time Adult Education Programs".

Registration

Registration for the one-week institute will be held at the Holiday Inn in Ruston, from 3:00-5:00 p.m., Sunday, July 8, 1979. A "get acquainted" reception will be held after registration.

Accommodations

All instructional activities for the institute will be conducted in the multi-purpose room of the A. E. Phillips Laboratory School on the Louisiana Tech campus. The instructional program will begin at 9:00 a.m. Monday morning, July 9.

Housing accommodations will be available at the Holiday Inn in Ruston for all participants in the program. Single and double occupancy (Single $20.00, Double $26.00, $4.00 per person for each additional person in room) will be available. Eating accommodations shall be left to the participants discretion.

Forms

The forms attached to this letter are listed below with a brief explanation of each.

1. Holiday Inn Reservation Card. This post card is enclosed for immediate response to the Holiday Inn.

2. Application for Admission to Graduate School. Complete and return this form immediately if you:

   a. are applying for admission to Tech for the first time.
   b. are applying for readmission to Tech.

Each application for admission or readmission must be accompanied by a $5.00 check or money order (we cannot accept cash).

The Admissions Office at Louisiana Tech requires that transcripts from all other colleges attended be sent. You should write and request that these transcripts be sent to Louisiana Tech immediately. No one can be registered until receipt of these transcripts.

If you attended Tech during the Spring Quarter, and did not graduate, no application is necessary.

If you do not wish to receive credit for your participation in the program and prefer to audit the course, you still must complete the admissions form and indicate audit in your transmittal letter.

Conclusion

Your position as an institute participant will be confirmed upon receipt of your application form. If you are not required to submit an application form to the Admissions Office, please notify me by letter of your acceptance. If for some reason you are unable to attend the program, please notify me immediately in order that an alternate participant may be selected.

Thank you for your prompt attention to our invitation. We look forward to the opportunity of working with you this summer.

INSTITUTE PARTICIPANTS

Mr. Roi E. Andrews
707 Tarreyton Drive
Ruston, LA 71270

Ms. Wilma Ann Arant
Rt. 6 Box 476
Bastrop, LA 71220

Ms. Winnie L. Bennett
P.O. Box 430
Winnfield, LA 71483

Ms. Sharon L. Blasingame
General Delivery
Hicks, LA 71437

Mr. Bobby Boyet
5518 Antioch Blvd.
Baton Rouge, LA 70816

Mr. Joseph Brew
819 Begnaud
Breaux Bridge, LA 70517

Ms. Clarice M. Brown
P.O. Box 879
Hodge, LA 71247

Ms. Nerissa Bryant
1509 Fairview
Monroe, LA 71201

Ms. Nancy Denman Carruth
P.O. Box 5265 Southfield St.
Shreveport, LA 71105

Ms. Mary B. Collins
1735 Green St.
Bossier City, LA 71111

Ms. Phyllis Hogan Cordaro
2643 W. Cavett
Shreveport, LA 71101

Ms. Theresa H. Cronan
2887 Susan Carol Avenue
Fayetteville, AR 72701

Ms. Ezola Matthews Duncan
2409 Providence
Bastrop, LA 71220

Mr. John M. Faust
1107 Rue St. Martin
Hammond, LA 70401

Mr. Glenn Gossett
9435 Goodwood Blvd.
Baton Rouge, LA 70815

Ms. Ida Mae Hester
Rt. 1 Box 143
Chatham, LA 71226

Ms.Suzanne Agan Jameson
704 Drew Lane
Minden, LA 71055

Ms. Ann C. Justice
408 Chateau Place
Lafayette, LA 70501

Ms. Betty Keen
700 Second Avenue
Winnfield, LA 71483

Ms. Phyllis E. Martin
Rt. 2 Box 31
De Ridder, LA 70634

Ms. Shirley Smith Maxey
P.O. Box 38
Sibley, LA 71073

Ms. Kathy Miles
Rt. 1, Box 324
Dodson, LA 71422

Ms. Linda A. Miller
107 Hackett
Minden, LA 71055

Ms. Debra A. Morgan
608 Tyler Street
Jonesboro, LA 71251

Ms. Lloydell I. Mullican
187 Lucius
De Ridder, LA 70634

Mr. David J. Oubre
Rt. 3 Box 5
Prairieville, LA 70769

Ms. Alma M. Pete
1713 N. Goos
Lake Charles, LA 70601

Ms. Doris Pollard
Box 318
St. Joseph, LA 71366

Ms. Ellen Gaddis Robinson
620 Center Street
Ruston, LA 71270

Mr. Leonard L. Roebuck
1507 S. Trenton
Ruston, LA 71270

Mr. Michael H. Russell
5324 Foxglove
Bossier City, LA 71112

Ms. Mary V. Satcher
General Delivery
Saint Joseph, LA 71366

Ms. Shirley J. Simmons
6180 Second Avenue
Marrero, LA 70072

Ms. Shirley Sizemore
Rt. 2 134 Barton Avenue
Luling, LA 70070

Ms. Joan Smith
Box 113-3201 Kaliste Saloon Rd.
Lafayette, LA 70501

Ms. Martha R. Tucker
P.O. Box 32
Downsville, LA 71234

Ms. Annette M. Warren
Rt. 1 Box 215
Ruston, LA 71270

Mr. Harry Whaley
2505 Bonnie Avenue
Bastrop, LA 71220

Ms. Irene Burton Williams
Rt. 2 Box 25
Greensburg, LA 70441

Ms. Deotha W. Wilson
P.O. Box 881
Hodge, LA 71247

Ms. Mary Wright
621 Woodvale Ave.
Lafayette, LA 70503

Ms. Climmie Wyatt
Rt. 1 Box 56
Chatham, LA 71226

Mr. P. O. Wailes
8001 Jefferson Hwy.
Baton Rouge, LA 70809

PROGRAM OF ACTIVITIES

Developing and Implementing Full-Time
Adult Education Programs

July 9-13, 1979

LOUISIANA TECH UNIVERSITY
Ruston, Louisiana

INSTITUTE STAFF

DIRECTOR

Dr. Sam V. Dauzat
Professor of Education
Louisiana Tech University

COORDINATOR OF INSTRUCTION

Mr. Buddy Lyle
Assistant Professor of Education
Louisiana Tech University

INSTRUCTIONAL STAFF

Mrs. Nerissa Bryant
Ouachita Parish

Mr. Bobby Boyet
Ascension Parish

Mrs. Shirley Simmons
Jefferson Parish

LOUISIANA STATE DEPARTMENT OF EDUCATION

Mr. J. Kelly Nix
State Superintendent of Education

Dr. Robert Gaston
Assistant Superintendent

Mr. E. Ray Reech
Executive Director of Instruction

Mr. George Bertrand
Director of Adult and Community Education

Mr. Glenn Gossett
Assistant Director of Adult and Community Education

INSTITUTE HOSTS

Dr. F. Jay Taylor
President, Louisiana Tech University

Dr. B. Jack Collinsworth
Dean, College of Education

FACILITIES

A. E. Phillips Laboratory School
Dr. Robert Hearn, Principal

Ruston Holiday Inn
Mr. Gene McCain, Manager

SUNDAY, JULY 8

3:00-5:00	Registration, Ruston Holiday Inn
6:30	"Get Acquainted", Ruston Holiday Inn

MONDAY, JULY 9

9:00-9:30	Welcome - A. E. Phillips School, Tech Campus, Dr. B. Jack Collinsworth, Louisiana Tech University
	Mr. George Bertrand, Louisiana State Department of Education

9:30-10:30	Overview of Institute - B. Lyle
10:30-10:45	Break
10:45-11:45	Concept of Full-Time Adult Education Programs - B. Boyet
11:45-11:00	Lunch
1:00-2:00	Group Sessions
2:00-2:45	Resources for Establishing Full-Time Adult Education Programs - N. Bryant
2:45-3:00	Break
3:00-4:30	Group Sessions

Assignment: Need; Philosophy; Rationale

TUESDAY, JULY 10

9:00-10:15	Enrollment Procedures and Interview Techniques - S. Simmons
10:15-10:30	Break
10:30-11:45	Group Sessions
11:45-1:00	Lunch
1:00-3:00	Testing, Diagnosis - N. Bryant, S. Dauzat
3:00-3:15	Break
3:15-5:00	Testing, Diagnosis (Continued)

Assignment: Develop enrollment procedures; Develop assessment procedures

WEDNESDAY, JULY 11

9:00-10:30	Bus to Bossier Learning Center
10:30-11:45	Orientation and Tour of Center
11:45-1:00	Lunch
1:00-1:45	Gaining Needed Support
1:45-2:45	Materials
2:45-4:15	Bus to Ruston

THURSDAY, JULY 12

9:00-9:30	Education Amendments '78 - Mr. George Blassingame, Regional Education Specialist, USOE
9:30-10:00	Development and Utilization of Individual Program Sheets - S. Simmons, N. Bryant
10:00-10:15	Break
10:15-11:00	Group Sessions
11:00-11:45	Competency-Based Adult Education - B. Lyle
11:45-1:00	Lunch
1:00-1:45	Louisiana Competency-Based Adult Education - B. Boyet, S. Dauzat
1:45-2:15	Competency-Based Assessment Instruments - B. Lyle
2:15-3:00	Competency-Based Learning Activities - N. Bryant
3:00-3:15	Break
3:15-3:45	Mr. James V. Soileau, Director Board of Elementary and Secondary Education
3:45-5:00	Group Sessions
Assignment:	Develop plan for implementing CBAE in Full-time programs
7:00	Catfish Fry

FRIDAY, JULY 13

9:00-10:00	Group Sessions
10:00-10:15	Break
10:15-10:45	Mr. E. Ray Reech, Executive Director of Instruction, Louisiana State Department of Education
10:45-11:45	Group Sessions
11:45-1:00	Lunch
1:00-3:00	Institute Evaluation and Wrap-up

VISIT TO BOSSIER ADULT LEARNING CENTER

July 11, 1979

AGENDA

10:30	Welcome School Board Involvement in Adult Education	Clay Brock Director of Special Services Bossier Parish School Board
11:00	A Synopsis of the Parish Wide Adult Education Program	Donna Temple Adult Education Counselor
11:15	Explanation of Student-Related Forms and Instructor Program of the Bossier Learning Center	Tom Williams Adult Education Instructor
	Records and Reports	Donna Temple
12:00	LUNCH	
1:30	A short summary of programmed learning devices incorporated by Center personnel, including EDL, Mind, and Computer Skill Pack	Tom Williams
1:45	Tour of Center Question and answer period to follow	Donna Temple Tom Williams

SUGGESTED OUTLINE FOR FULL-TIME PROGRAM PLANS

I. Title Page

II. Need

III. Philosophy

IV. Rationale

V. Selection of Personnel

VI. Facilities

VII. Stragegies to Gain School and Public Support

VIII. Enrollment Procedures

IX. Instructional Strategies

- a. IPI
- b. CBAE

X. Pre-Service and In-Service Training

XI. Records and Reports

XII. Budget

OUTLINE OF TOPICS

Center-Based Adult Education: Overview

This aspect of the program focused on the following areas:

1. The need for the establishment of comprehensive educational programs in local school systems which would incorporate expanded educational opportunities for adults on a full-time basis.
2. The advantages of full-time programs in comparison with the traditional part-time approaches.
3. The role of administrative and instructional personnel in full-time programs.
4. The materials necessary in full-time programs.
5. The major curricular divisions utilized in the full-time concept.
6. The suggested methods of operation for establishing a full-time program including the diagnostic-prescriptive nature of the program.

It was emphasized that if local school systems are to meet their responsibilities to the under-educated adults in their areas, development of full-time adult education programs represents an alternative to expedite the status of adult education from its existing part-time venture to a firmly establsihed program. Full-time adult education programs not only increase the academic offerings for the under-educated adults, but also hold tremendous potential to provide other adult education services to the community, which could be a tremendous asset to the local system in establishing its credibility with the community once again.

Rationale for Establishment of Full-Time Adult Education Programs

A prerequisite to the establishment of full-time adult education programs is the understanding of the fundamental reasons for the existence of such programs. The reasons should be substantiated by empirical as well as research knowledge favorably supporting the establishment of an innovative program. The rationale should include:

1. A philosophical basis
2. Comparative statistics between the traditional and new adult programs
3. Feasibility of funding and implementation
4. Viability of operation
5. Program clientele
6. Program flexibility
7. And other supportive data.

Important, too, is to state negative forces to the establishment of a full-time approach to teaching adults. The negative forces need identity, and the development of strategies which could possibly be used to satisfy these forces need attention in respect to geographic and political location.

Facilities

This topic centers around the type of facilities needed in order to establish and operate a full-time adult education program in a parish and/or city school district. Areas of

concern are number of rooms, furniture and furnishings. In addition to parish and/or city owned facilities, other possible facilities such as: T-buildings, connected classrooms, single wings, vacant school plants, city or parish government buildings, churches, recreational or privately owned buildings are suggested for exploration.

The suggested furniture and furnishings are to include tables and chairs set-up for student use with each classroom to include a teacher's desk, file cabinet, and adequate shelving.

Selection and Utilization of Full-Time Personnel

One of the keys to the successful operation of a full-time adult education program is the selection, training, and proper utilization of quality personnel. The initial personnel needed to operate a full-time program should be determined by the number of adult students expected to be served at a given time with available facilities. It is recommended that minimal personnel be initially employed. The personnel needed and their basic responsibilities are indicated below.

1. Center-based coordinator-

   a. selection and utilization of personnel
   b. internal management of program
   c. counseling
   d. curriculum development
   e. public relations
   f. acquisition of materials, supplies and equipment
   g. individual programming of students

h. recruitment of students
i. substitution of absent staff members
j. preservice training of newly selected personnel
k. inservice training of personnel
l. maintenance of center

2. Two professional instructors-

Each should have a strong background in the respective subject matter area of assignment.

a. student counseling
b. academic evaluation of students
c. instruction of students
d. assist in the development of curriculum

3. Two paraprofessional personnel-

One assigned to each professional instructor.

a. to provide direct individual assistance for each adult student based upon that adult's program of study
b. assistance with the record and reporting system of the program

Enrollment Procedures

During this aspect, the participants were directed toward awareness of state requirements for enrollees in adult education. Such regulations are found in Section I, sub-section C, page 178 of Bulletin No. 741, Handbook for School Administrators. The eligibility requirements were discussed in a general session with the participants.

Initial Interview Techniques

Interviews with students include pre-registration orientation, registration procedures, educational opportunities in the school and elsewhere; the high school equivalence examination. Education requirements to meet vocational plans, college-entrance requirements, curriculum adjustment,

interpretation of test results, and talks with those students seeking aid themselves or referred by faculty members.

The adult student's initial encounter with his future school and its personnel make a formidable impression on him. The initial contact usually begins with an interview with the center director and/or his designee who should abide by the following techniques of interviewing:

1. Establish a warm and friendly relationship.
2. Individually accept and respect each student.
3. Let the student tell his problem in his own way--Listen!
4. Ask only one question at a time.
5. Ease the student's apprehension.
6. Watch nonverbal communications. These frequently tell us much more than do the spoken words.

Counseling

Counseling in adult education is commonly defined as part of a system of guidance services designed to help individuals realize their potential. The chief purposes of school counseling services for adults are to help people enter the educational programs best for them and to help them make adjustments allowing them to profit fully from their educational experiences.

During this aspect, special emphasis was placed on decision-making. Each adult educator was encouraged to include in his adult education program informed and responsible decision-making as part of the educational experience of adult learners.

The following suggested steps of the decision-making process are recommended to adult educators for use in counseling adult learners:

1. Defining the problem
2. Seeking and evaluating data
3. Examining alternatives
4. Reviewing the final choice

In an attempt to further familiarize institute participants with the mechanics of the decision-making process, five groups were formed. Each group selected a leader to spearhead group discussion. Each participant was given a worksheet, which listed typical counseling situations that adult students find themselves involved with. Each group was asked to discuss the counseling situations by taking them through the four selected steps of the decision-making process.

The five groups were later reconvened into a large group, where each group leader shared his group's discussion in a summarized form.

Student Academic Assessment

Perhaps the greatest determinant of a student's progress and success in an adult program is the quality and effectiveness of the student assessment procedure. An intensive, thorough investigation of each student's academic competencies is necessary at the onset and continuing throughout his academic endeavors at the center.

It is necessary to obtain information about the student before beginning instruction. Academic strengths and weaknesses must be pinpointed.

Personal appearance, age, sex, economic background and race cannot be the prevalent factors. However, immediate available information can be helpful in determining an appropriate level of instruction. Much valuable information can be obtained from the initial interview and registration form.

1. How does the student express himself?
2. What kind of self-concept does he possess?
3. Was he able to complete the enrollment form?
4. How many years of formal education has he?
5. How many years has he been out of the formal classroom?

In order to help a student reach his goal, whatever it is, it is necessary to establish an instructional level. This "point of departure" is usually best determined through formal achievement tests. The one used most frequently in Louisiana is the California Achievement Test which has five levels. The appropriate level test to be administered each student may be determined by a locator test. The locator process is valuabe for the following reasons:

1. If an achievement test is too easy for a student, it will be of little value to the specialist in prescribing meaningful exercises for the student.

2. If an achievement test is too difficult, it will frustrate and embarrass the student.

Different math and reading locator tests should be administered.

Basic principles should be considered when testing adults. The following are suggestions on how to test:

1. Talk with the student. Explain that he cannot pass or fail the test.
2. Use a locator test.
3. Administer the test in a friendly, non-threatening manner.
4. Explain the test results.

Initial tests may be used for diagnosis and later prescription. However, continual evaluation in the lab is imperative. Many times students are nervous and hurried and perform poorly on initial tests. Later as they become comfortable in the center and settle down to a work routine, they perform better. The instructor can become better acquainted with the students' abilities through additional testing. The following materials may be used.

1. The ABLE (Adult Basic Learning Examination), TABE (Tests of Adult Basic Education), and the WRAT (Wide Range Achievement Test) indicate the achievement of the student and give him practice in test-taking.
2. Formal and informal reading tests designate a student's frustration, instructional, and independent levels of reading.
3. Teacher-made tests provide intermittent quality checks on performance and progress.

Because the learning center laboratory is programmed for a student to help himself, check his own work, and progress at his own rate, it is essential that progress checks be administered at frequent intervals. This enables the lab specialist to stay abreast of the student's progress -- ascertaining the quality of his work, locating

needs, offering instruction, giving praise and encouragement, and establishing a personal relationship.

Testing of the student is a necessary and valuable process in the adult education program. Initial and comprehensive testing alerts the student and teacher of the student's needs and accomplishments. An effective teacher must develop a comprehensive, systematic, on-going assessment program with which he can work.

Development and Use of Individually Prescribed Program Sheets

The core of the full-time program is in the design of the individually prescribed instructional program. Each learner enters a learning center with certain ideas about what he expects to achieve. The learning center specialist should be helpful to the learner in establishing realistic objectives then develop an individual prescription program of instruction.

In order to implement and utilize individualized prescribed programs of study, the following prerequisites are necessary:

1. The center staff should develop a program sheet for language arts, mathematics and reading.
2. Detailed knowledge of the materials of instruction available in the center must be understood by the professional personnel in order to prescribe the various instructional activities in specific materials that will seek to correct his weakness in each skill area.
3. The learning center specialist should individually counsel with each student to explain his test results, and the program of instruction to which he is assigned.

4. Effort should be made to be certain that each unit of instruction will build toward both the short-term and long-range personal educational objectives of the student.

5. Units of study must be meaningful and real to the learner if he is expected to continue in his program of study.

6. The student's progress should be continually monitored in order to determine retesting and reassignment of new areas of instructional concern, provide special interest materials, and provide individual acknowledgement of success.

Public Relations

Public relations is a many faceted endeavor. Wide use of all types of media is a must. For a program to be successful it must be constantly displayed for the public. Those in need of education and those in charge must be informed of the how, what, when, and where as it relates to them and the community served. Attention should be given to linking the full-time program with as many agencies as possible.

Administrative Role

An administrator has an awesome task in the establishment and administering of a full-time program. Among his paper work chores is found the roles of providing leadership in the instructional program, staffing, previewing and purchasing materials, development of curriculum, preservice-inservice education, financing, public relations, recruitor, and a liaison between the full-time program and all involved agencies.

Records and Reports

Basic to a successful full-time adult education program is an effective record and reporting system. The effective record system can tell from where your program came in relation to growth, where it is presently, and it provides valuable data which can be used to project future program needs such as additional facilities, personnel, materials, equipment, and furniture.

A multitude of forms must be designed by the full-time personnel in order to record the needed data. A few of these forms are listed below:

1. Application for Admission - The admissions application provides demographic data on the student for the teacher or counselor. It is an excellent source of information to use during the initial interview with the student in developing rapport. The admission form also provides space for initial placement scores.

2. Daily Sign-in Sheet - The full-time operation permits the student to come and to leave as the student deems necessary; therefore, a daily sign-in sheet is imperative for accurate attendance data. The attendance information is required by the State Department of Education-Bureau of Adult and Community Education when financial reimbursements are made.

3. Individual Attendance Sheet - The individual attendance sheet provides space for the hours that a student attends the center for one fiscal year. The recorder extracts the hours of daily attendance for each student from the daily sign-in sheet and records the hours on the individual attendance sheet. This data is valuable to the teacher or counselor and is vital information in making the monthly attendance report to the State Department of Education.

4. Form DE-505 - The Individual Student Five-Year Permanent Record - This form is provided by the State Department, and should be maintained for use in completing the annual evaluation report and for information on students after they complete the program or drop. It may be used instead of the Individual Attendance Sheet, if preferred.

5. Form DE-508 and DE-508-B - These forms are provided by the State Department of Education. Form 508-B is used for Adult Basic Education students in attendance on a monthly basis; Form 508 is used for secondary level adult students (Act 43) on a monthly basis.

6. Monthly Reimbursement Report - Form DE-506 - This form is also provided by the State Department of Education.

7. Annual Evaluation Report - Forms DE 503 and DE 503-A - These annual report forms are provided by the Bureau of Adult and Community Education. They compile cumulative data on adult students in attendance in a given school system during the fiscal year.

8. Monthly Progress Report - The information gathered for this report provides the local and state administrators of adult education with the growth and progress of a given adult learning center or a cumulative report for two or more centers.

Other forms not listed will inevitably have to be designed in accordance to local full-time program needs, for instance, student progress forms for each of the different subject matter areas which the program curricula comprise.

An effective record keeping system alone will not get the job done for adult education. An effective reporting system for a full-time program is equally important. In the absence of reporting important data to the key decision making bodies of the local school system and the Bureau of Adult and Community Education of the State Department of

Education, only local adult education administrators will know the success, needs, and needed changes in the program. It insures that the carbon copy method be used regularly as a means of disseminating important data to the key persons who hold the purse strings, for little can be done without proper financial support.

Preservice - Inservice Training

Advantages for a preservice-inservice training program favor the full-time concept as opposed to the part-time programs. Since an adult instructor is responsible in most cases for all areas of competencies, it becomes paramont that a strong preservice-inservice program be developed. The focus of the preservice-inservice program is built around the skills and levels of the adult population served through the full-time program. The establishment of program philosophy, enrollment procedures, testing, prescribing, and instructional skills become the major areas of preservice-inservice training.

Evaluation of Full-Time Plan of Action

In order to continually seek to improve the full-time program, constant evaluation activities should be implemented. Such activities are given as follows:

1. Administrative personnel should insure that accurate, up-to-date records and reports are maintained in order to provide a correct statistical base for evaluating the success of the program.

2. Instructional personnel should be continually trying out new instructional materials to evaluate their success, maintaining a continuous check on each student's progress, and updating supplementary materials based upon various student interests.

3. Student evaluations should be encouraged by the staff to assist in determining strengths and weaknesses of the program.

4. Center personnel should be evaluated periodically by their immediate supervisors.

G.E.D. Testing

Since G.E.D. testing is the vehicle by which adults earn a high school diploma, provisions must be made to provide the opportunity for their being able to take the test. The full-time program lends itself to becoming an official G.E.D. testing center. G.E.D. testing is obtained through the State Department of Secondary Education, Baton Rouge. The local superintendent signs a contract with the General Education Development Testing Service and names some person as the official testing agent. Procedures and materials governing the G.E.D. testing are explained to testing agents by a representative of the State Department of Education.

PARTICIPANT QUESTIONNAIRE

Developing Full-Time Adult
Education Programs

Directions: As part of our effort to evaluate the effectiveness of this institute, we would would appreciate your completing this questionnaire. It is important that every participant complete and return this form so that the reactions of the total group will be reflected. You need not indicate your name.

I. Institute and Participant Objectives

The following statement is a major objective of this project.

Objective: To provide participants with those experiences which will enable them to demonstrate competence in designing and implementing full-time adult education programs which meet certain given criteria.

1. Indicate the extent to which the subject matter presented in this workshop was in agreement with this major objective.

1	2	3	4	5
High Agreement	Substantial Agreement	Some Agreement	Little Agreement	No Agreement

2. Indicate the degree to which this objective is relevant to your professional needs and interests.

1	2	3	4	5
Very Relevant	Quite Relevant	Somewhat Relevant	Hardly Relevant	Not at all Relevant

3. In general was this objective accomplished for participants in this institute?

1	2	3	4	5
Very Much	Quite Well	Somewhat	Hardly	Not at all

II. Institute Schedule and Sessions

1. Did the institute schedule appear to be sufficiently structured but flexible enough to be responsive to participant concerns?

( ) Yes ( ) Undecided ( ) No

2. How would you describe the pace of the institute activities?

( ) Too fast ( ) Just about right ( ) Too slow

3. Rate the desirability of each of the following types of institute sessions.

Session Type	Very Desirable	Adequate	Undesirable
a. Large Group	( )	( )	( )
b. Small Group	( )	( )	( )
c. Individual	( )	( )	( )

4. In general, how do you rate the institute schedule and sessions?

1	2	3	4	5
Well Above Average	Above Average	Average	Below Average	Well Below Average

III. Institute Instructional Staff

1. Indicate the extent to which the instructional staff was enthusiastic about the topics they presented.

1	2	3	4	5
Very	Quite	Somewhat	Hardly	Not at all

2. Indicate the extent to which the staff was properly prepared.

1	2	3	4	5
Very	Quite	Somewhat	Hardly	Not at all

3. Indicate the degree to which the staff was helpful and friendly.

1	2	3	4	5
Very	Quite	Somewhat	Hardly	Not at all

4. In general, how would you rate the instructional staff?

1	2	3	4	5
Superior	Good	Average	Fair	Poor

IV. Institute Outcomes

1. Since participating in this institute, to what extent do you feel more competent to work in Full-time Adult Education Programs?

1	2	3	4	5
Highly	Quite	Somewhat	Hardly	Not at all

V. Additional Comments

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Thank you very much for your feedback.